

Each year since 2000, the Council on Postsecondary Education, at the behest of the Council of Chief Academic Officers, has held a summit convening deans and faculty of education and of arts and sciences to improve the quality of Kentucky's K-12 teachers. Participation has expanded to include the Kentucky Department of Education, the Education Professional Standards Board, members of the Kentucky General Assembly, other agencies and organizations, and district leadership. In recent years, the summits have targeted increasing the number of teachers in hard-to-fill disciplines, such as those in the STEM disciplines (science, technology, engineering, and mathematics) and world languages.

This year's summit, titled "College Readiness and Global Competence: The New Horizon of Teacher Education" was held October 29-30 at The Brown Hotel in Louisville. The focus was on preparing, and providing professional development for, teachers to use diagnostic assessments to provide timely interventions so students will be ready to enter college and the skilled workplace without needing postsecondary developmental coursework. Such assessments include, but are not limited to, the Educational Planning and Assessment System, comprising the Explore and Plan assessments, calibrated to the ACT, which are now administered statewide to all eighth, tenth, and eleventh graders following the passage of Senate Bill 130 by the 2006 Kentucky General Assembly. Increasing the quality and quantity of STEM and world language teachers also remained a focus of the call for presentation proposals.

Eight years ago, the American Council on Education, in its presidential task force report, *To Touch the Future*, called on college and university presidents to take the lead in making teacher education a mission-central and campus-wide responsibility. More recently, ACE, Achieve, Inc., and other policy organizations have highlighted the importance of working across the educational spectrum and forming partnerships between employers and educators to raise the level of student achievement. They consistently point to the need for data—specifically, evidence of student learning—to guide the adoption of policies, the selection of instructional methods, the modification of curricula, and the evaluation of education programs at all levels.

Randy Dunn, president of Murray State University, gave the opening plenary address on the need for postsecondary institutions to rethink the place and structure of teacher preparation. Helen Mountjoy, executive vice president of the Greater Owensboro Economic Development Corporation and former chair of the Kentucky Board of Education, spoke on the work she is doing to expose high school teachers, postsecondary faculty, and adult educators to the realities of the 21<sup>st</sup> century workplace and to engage business leaders substantively in the education of their future workforce.

Elaine Farris, deputy commissioner of the Kentucky Department of Education, addressed the summit at dinner on the importance of providing all of Kentucky's children with the opportunity to learn at their highest capacity and the means to choose postsecondary and skilled employment.

Phil Rogers, executive director of the Education Professional Standards Board, reviewed the extensive work that the board and his staff have done to revamp master's level programs at Kentucky's postsecondary institutions so Kentucky's teachers can have professional development that directly leads to improved student learning.

Breakout sessions included presentations by faculty collaborating on initiatives across several institutions and postsecondary faculty and local district leadership working closely together. Summit participants included legislative representatives and staff from the Legislative Research Commission.

P-16 Council Chair Jeanne Ferguson and John Marks, P-16 Council member, attended the summit, as did several partner agency staff. They will report on the summit at the December 12 meeting.